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ABSTRACT

A study was conducted to determine the extent to which the community colleges' community-based mission has been understood and accepted and to assess the impact of this educational philosophy on local communities. Specifically, the study sought to: (1) explore the extent to which the community-based mission is reflected in the literature on the American community college; (2) identify and describe community-based programs that are notably effective in meeting community needs; (3) identify and describe institutions serving as prototypes of the community-based education philosophy; and (4) make recommendations for strengthening and expanding this mission. Study methodology involved reviewing the literature; defining and developing a set of criteria for evaluating community-based education based on the suggestions and ratings of a national panel of experts representing nine regions of the United States; surveying the presidents of 1,272 community colleges to gather information on exemplary programs; and selecting effective programs and prototype colleges. The four prototypes colleges (i.e., Florida Junior College at Jacksonville, Northeastern Junior College, Colorado, Northern Virginia Community College, and Valencia Community College, Florida) received high ratings with respect to involving community leaders in program planning and development; serving as a catalyst in community development; receiving support, sponsorship and/or funding from business, special interest groups, or community organizations; offering courses on a flexible basis; and providing programs and activities at off-campus learning centers. The report offers information on effective community-based programs, profiles the prototype colleges and concludes by offering 18 descriptors of the community-based college, a checklist of recommendations for developing and establishing effective community-based education programs, and a set of proposals for implementing the recommendations. A 38-item bibliography and a 17-item annotated list of references are included. (EJV)

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STATE OF THE ART IN COMMUNITY-BASED EDUCATION IN THE AMERICAN COMMUNITY COLLEGE

KENNETH B. MCGUIRE

Edited by
Professor Ervin L. Harlacher

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National Center for Higher Education
Suite 410, One Dupont Circle, NW
Washington, D.C. 20036
(202) 293-7050

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PREFACE

Community-based education is a concept of rapidly increasing interest and importance to community college educators, administrators, and community residents. More and more we find papers, discussions, and literature addressing the recognized importance of developing the rationale and guidelines for community-based education. At this time, many of our American colleges are completely rethinking their views of postsecondary education. One of the major conclusions that has come to light is that, in order to succeed, our community colleges should be community-based.

Community-based colleges must give the highest priority to providing for the continuous renewal of the communities they serve by attending to the educational needs of all the residents who live in the community. A community college must take its direction from the needs and wishes of its community and work to meet these needs in every possible way. Some learned college educators and administrators feel that the ultimate goal of education should be to create and maintain not an educated but a "learning" society.

Community colleges are at a point in history when they must be adept in coping with a changing society. Community colleges must be responsive to society's changing trends in values and lifestyles. They must develop a capacity to serve an older and nontraditional group of students. Our American community colleges are also being challenged to develop new cooperative arrangements for providing community benefits.

The philosophy and goals of the community college of the future must emphasize its role as a community-based institution of lifelong learning. Dr. McGuire's dissertation on "The State of the Art in Community-Based Education in the American Community College," reported here in condensed form, makes an important contribution to the development of this concept.

Leslie V. Esposito B.A., M.S.

I

INTRODUCTION

The evolution of the comprehensive community college of today from the junior college of the early 1900s has been well documented and is generally well known. The development occurred in three stages, corresponding to the three basic functions of the two-year college. During the first stage, education for transfer to a four-year college or university was emphasized. In the second stage, occupational programs were added. These first two functions were well established before 1945. Then, during the third stage, adult education curricula and community services were added. Two decades later, by 1965, the scope and effectiveness of the community services provided by the community college determined, to a large degree, the extent to which the community understood and supported the several functions of the community college.[1]

Although the idea of community-based education has roots reaching far back into the community services movement, only in the last few years has the community college begun to function as a coordinating agent for all other community service agencies. In a speech at the 1974 National Convention of the American Association of Community and Junior Colleges (AACJC), Alan Pifer, a leader in the community-based education movement, suggested that the community college should start thinking of itself only secondarily as a part of the higher education system; its primary role should be that of community leader. It should become the hub of a network of institutions—high schools, business firms, churches, voluntary organizations, youth groups, even the prisons and the courts—utilizing their educational resources and, in turn, becoming a resource for them.[2] Almost simultaneously, AACJC issued a statement saying that "The mission of the AACJC is to provide an organization for national leadership of community-based postsecondary education."[3]

Several significant dates and activities may be identified as important steps in the history of community-based education. In 1969 three important books were published: *The Community Dimension of the Community College*, by Ervin L. Harlacher; *Dateline 79: Heretical Concepts for the Community College*, by Arthur M. Cohen; and *Community Services in the Community College*, by Gunder A. Myran. These books marked the beginning of the evolvement from a narrow, traditional concept of community service (where the college used whatever academic resources were at its disposal) to a much broader concept (where they worked with the community to solve problems).

In 1974 the philosophy of community-based education was clearly articulated, and the movement gained significant momentum. An article by Edmund J. Gleazer, Jr., gave the first explicit definition of community-

based education, stated its objectives, and described the characteristics of the movement. Gleazer concluded that the period of growth, during which community colleges could do no wrong, had come to an end and that the community colleges must look seriously to their mission.[4] Another significant contribution to the development of the idea of community-based education was the 1976 publication of *College Leadership for Community Renewal.* The four authors (James F. Gollattscheck, Ervin L. Harlacher, Eleanor Roberts, and Benjamin R. Wygal) shared the conviction that most community colleges had failed to re-examine their missions in view of current social problems and had failed to change their curricula in response to current knowledge about individual differences in learning styles.[5]

Community renewal involves cooperation between the community and the college as vital participants in the total process of community life. The hope is that, as a result of successful community-based educational programs, the community college will serve as a learning laboratory and resource. These programs should work as catalysts to create in the community a desire for renewal, thus providing a mechanism through which the community educates itself and evaluates its successes.[6]

Statement of the Problem

It has been approximately ten years since community-based education was adopted as a mission by AACJC. In the past decade the community-based college has attempted to share its resources of knowledge and facilities with others, as well as to present to the public an image of a cooperative endeavor that benefits the various constituents of the community.

What difference, if any, do community-based programs make? This question represents the bottom line of all the community college's planning and management efforts. Because of declining resources, shifting enrollment patterns, the educational needs of "new" students, and technological and social changes, the community-based college—along with higher education in general—has become increasingly aware of the need to document, understand, and communicate the impact of its programs on the community.[7]

The extent to which the college's community-based mission has been understood and accepted, and the nature and extent of its impact on the local community, need to be determined.

Purposes

Since the spring of 1974 the American community college has worked toward achieving its stated mission of community-based education. This study was concerned with defining and describing the state of the art in community-based education in community colleges almost ten years later.

More specifically, the purposes of this study were as follows:

1. To explore the extent to which the community-based mission is reflected in the literature on the American community college.
2. To identify and describe community-based programs in community colleges that are notably effective in meeting the needs of their communities.
3. To identify and describe selected American community colleges that are prototypes of the community-based education philosophy.
4. To make recommendations for strengthening and expanding community-based education in American community colleges.

Importance of the Study

In the past, the community college was shaped largely by external events and pressures: population growth, technological advances, a booming economy, the deficiencies of universities and other traditional higher education institutions, and a surface trend toward egalitarianism in American society. Now, for the first time, community colleges are being called upon to shape their own future. Of the alternative futures available to the community college, Gunder Myran speculates that the community-based education offers the most fruitful possibilities.[8]

Taking a fiscal perspective, Breneman and Nelson identified several factors that will help to determine the future of the community-based college:

- Continued growth of adult and part-time enrollments, coupled with political consensus on how to pay for such programs and the ability of local colleges to maintain their competitive advantage in serving that clientele;
- Continued growth of vocational-technical programs, coupled with the ability to respond to changes in local labor market conditions;
- Ability of community colleges to hold their share of full-time, degree-oriented transfer students;
- Growing demand for noncredit community service activities, coupled with political consensus on how to pay for them;
- Increased political support at all levels of government, based on service to broad constituencies, flexibility, and contribution to local economic development.[9]

How community colleges fare in the intensified competition for enrollments and resources will depend in large measure on general economic trends, policy decisions, and the college's ability to work in partnership with community agencies.

For example, the potential market for lifelong learning is immense and only partially tapped, and community colleges are well placed geographically and philosophically to exploit that market by moving further toward becoming community-based. First, however, certain barriers must be surmounted. Perhaps the most formidable barrier is that of differences

of opinion about the mission of the community college. These views are of more than academic interest because they translate into funding patterns which directly affect the programs and services of the institution. Differences of opinion exist among faculty and trustees as to the direction in which the institution should be moving.

The development of the community-based college will depend on people who can point the way, make the case, effect change, and rally public support.[10] This study can make a significant contribution toward promoting the cause of community-based education by identifying those colleges and programs that most successfully embody the ideal.

Methodology

In conducting the study, the following actions were taken with reference to each of the four defined purposes:

Purpose One

To explore the extent to which the community-based mission is reflected in the literature of the American community college.

1. The literature was surveyed and analyzed for the purpose of identifying (a) the genesis of community-based education; (b) the rationale, philosophy, and definition of community-based education; and (c) the characteristics of effective community-based programs.
2. A definition of community-based education was developed, based on the literature survey and on the suggestions of a national panel of experts of community college presidents representing nine regions of the United States:
   - Northwest — Dr. John Hakanson, President, Clackamas Community College, Oregon City, Oregon.
   - Southwest — Dr. Bernard J. Luskin, President, Orange Coast College, Costa Mesa, California.
   - Mountain Plains — Dr. Marvin W. Weiss, President, Northeastern Community College, Sterling, Colorado.
   - South Central — Dr. Cecil L. Groves, President, Austin Community College, Austin, Texas.
   - North Central — Dr. Gunder A. Myran, President, Washtenaw Community College, Ann Arbor, Michigan.
   - Central — Dr. Bill Stewart, Superintendent, Kirkwood Community College, Cedar Rapids, Iowa.
   - Northeast — Mr. Edward J. Liston, President, Community College of Rhode Island, Warwick, Rhode Island.
   - Middle Atlantic — Dr. Richard J. Ernst, President, Northern Virginia Community College, Annandale, Virginia.
   - Southeast — Dr. Benjamin R. Wygal, President, Florida Junior College, Jacksonville, Florida.

3. The characteristics of effective community-based programs were identified with the assistance of the national panel of experts and on the basis of the literature survey.
4. Chapter II reports the findings of the literature survey, defining community-based education and describing the characteristics of effective community-based programs.

Purpose Two

To identify and describe community-based programs in community colleges that are notably effective in meeting the needs of their communities.

1. On the basis of the characteristics identified during the first phase of the study (as described in Purpose One above), a set of 27 criteria was developed for the purpose of evaluating community-based education programs in order to select the most notably effective.
   a. These 27 criteria were submitted to the national panel with the request that they be rated as to their importance in identifying notably effective community-based programs. It was felt that the expertise of the nine members of the national panel would compensate for the lack of objective criteria for evaluating and selecting notably effective community-based programs in American community colleges.
      (1) Based on the national panel's ratings, each of the 27 criteria was classified into one of three categories: highly significant, moderately significant, and fairly significant. In addition, certain of the criteria, which were seen as overlapping to some degree in their content, were combined and regarded as a single unit for the purpose of awarding points.

          Table 1 shows the revised set of 15 criteria; it should be noted that some of these criteria consist of two, three, or even four statements.
      (2) The six criteria (originally 12 criteria) in the "highly significant" category were assigned a maximum value of 9 points each, for a possible total of 54 points. The five criteria (originally ten criteria) in the "moderately significant" category were assigned a maximum value of 6 points each, for a possible total of 30 points. The four criteria (originally five criteria) in the "fairly significant" category were assigned a maximum value of 2.5 points each, for a possible total of 10 points. The maximum number of points a community-based program could receive was 94.
   b. To determine the level of agreement among the nine members of the national panel as to the importance of each of the original 27 criteria, a statistical procedure developed by L.R. Aiken for determining the statistical significance of the homogeneity coefficient (H) was used.[11]

c. To determine the importance of each of the original 27 criteria, a statistical procedure developed by Aiken for computing a validity coefficient (V) was used.

2. The presidents of the 1,272 community colleges listed in the *1982 Directory of Community, Junior and Technical Colleges* were sent letters asking them for information on any exemplary community-based programs that their institutions offered. This letter constituted a kind of open-ended survey form.
3. Responses to the survey form were (a) reviewed and critiqued; (b) used as a basis for awarding points to each program submitted, in accordance with the criteria mentioned above and displayed in Table 1; and (c) used as a basis for classifying particular programs into one of seven categories, which were adapted from seven major trends identified by Harlacher in an earlier study.[12]
4. Examples of notably effective community-based programs, as identified by the procedures mentioned above, were selected.

TABLE 1
CRITERIA FOR EVALUATING THE EFFECTIVENESS OF COMMUNITY-BASED PROGRAMS

Highly Significant (maximum of 9 points each or 54 points total)

1. Community citizenry and/or leaders are involved in the planning and development of programs.

OR Community groups are involved in the evaluation of programs.

2. There are linkages between the college and other community agencies.

OR There is an established communication system between the college and the community.

3. The college/community initiates the program or activity based on identified community needs.

OR There is evidence of effective community analysis.

OR The program or activity is tailored to meet needs and interests of individuals and special interest groups.

4. There is continuous feedback from clientele, special interest groups, and community leadership.

OR The program or activity is evaluated in terms of community needs.

5. The college demonstrates a commitment or investment through staff and program development.

OR Appropriate staff and other resources are assigned; faculty, prominent lecturers, community leadership; etc.

6. The program or activity is successful in meeting its objectives and goals.

Moderately Significant (maximum of 6 points each or 30 points total)

7. The community provides support, sponsorship, and/or funding for the program.
8. The program or activity is performance-oriented and provides participants with skills and competencies.
9. Recognition is given to the need for continuous human and community renewal.
10. The content of the program or activity is flexible in nature.
OR Schedules are flexible, allowing students to enter and leave at various times and at their convenience.
OR Programs or activities are offered at off-campus learning sites/centers.
OR The program or activity is offered at locations convenient to the student.
11. Nontraditional staffing is used, such as clients as teachers.
OR The facilities and equipment are provided by the client.
OR The program or activity utilizes volunteer staff.

Fairly Significant (maximum of 2.5 points each or 10 points total)

12. The community provides information services to assist students in selecting educational experiences and attracting potential students.
13. The program or activity is in some way related to in-service requirements.
14. There are internships available to program or activity participants.
OR Hands-on experience is an integral part of the program or activity.
15. A variety of media are used in the delivery of program or activity.

Purpose Three

To identify and describe selected American community colleges which are prototypes of the community-based education philosophy.

1. The notably effective community-based programs identified in the second phase of the study (as described in Purpose Two above) were used as a basis for identifying institutional candidates for prototype community colleges.
   a. A score was computed for each institution participating in the study; this score represented the average (mean) of the total number of points awarded to the programs submitted by the institution.

b. The pool of institutional candidates comprised those participating community colleges with the highest scores. Because an earlier decision had been made to include at least one institutional candidate from each of the nine regions, the pool consisted of 17 colleges.

2. The presidents of the 17 community colleges selected as institutional candidates were sent letters inviting them to participate in the final phase of the study.
3. A follow-up phone call was made to each president to discuss her/his participation in the study and responsibility as a participant. Three college presidents declined to participate due to other demands on their time.
4. A set of inquiry forms (one for administrators, one for community leaders, and one for students) was developed for the purpose of collecting information about the impact of community-based education on the college and its community.
5. The inquiry forms were refined on the basis of (a) an evaluation by the national panel of experts and (b) a pilot study at Valencia Community College (Orlando, Florida), involving one administrator, one community leader, and one student.
6. The revised inquiry forms were then submitted by mail to the 14 institutional candidates who agreed to participate in the study. The president was instructed to:
   a. distribute the inquiry forms in the following manner:
      (1) The college survey form (three copies) was to be completed by the president and two knowledgeable members of her/his administration who have direct responsibility for community-based programs.
      (2) The community leadership survey form (four copies) was to be completed by four knowledgeable representatives of the community, including one member of the Board of Trustees.
      (3) The student/participant survey form (three copies) was to be completed by three students who had participated in one of the college's community-based courses or programs in the last year.
   b. collect the inquiry forms and return them to the researcher by the deadline, December 18, 1983.
7. The completed set of inquiry forms was returned by the presidents of seven colleges in time to be considered for this study.
8. The survey forms were then randomly assigned to members of the panel so that each college was evaluated by four experts; no expert rated his own college. The survey forms were analyzed and evaluated by the experts on the basis of the stated criteria.
9. The final score for each college was based on the mean of the total points awarded to each college by each of the four experts.

10. Four colleges were selected as prototype community-based colleges based on their total mean score.
11. The findings of the study regarding prototype community colleges are reported in Chapter IV.

Purpose Four

To make recommendations for strengthening and expanding community-based education in American community colleges.

1. The findings that emerged from the purposes of this study were reviewed, analyzed, and summarized on the basis of the criteria for notably effective community-based programs.
2. Conclusions were drawn from the findings of the study that were valid and warrant serious consideration:
   a. conclusions which capture the values, spirit, and vitality of community-based education were also presented as 18 descriptors of the community-based college.
3. Recommendations which evolved from this study were presented in three parts:
   a. a checklist for use by community colleges in establishing and maintaining effective community-based education programs,
   b. a proposal for implementing the recommendations of this study are presented as considerations that should be implemented in community-based programs,
   c. suggestions for further research.

Definition of Terms

1. *Community-Based Education:* A learner-centered system of lifelong learning committed to the renewal of the community and its citizens. A community-based institution:
   a. emphasizes what the student needs to *learn* rather than what the institution wants to teach;
   b. determines its mission, goals, and objectives through interaction with the community; and
   c. requires that its programs and services be accessible to all and that they focus on those competencies that are essential if the learner is to be an effective member of the community.
2. *Community Services:* Educational, cultural, and recreational services that an educational institution may provide for its community above and beyond regularly scheduled day and evening classes.[13]
3. *Community Education:* A program which focuses on college-community interaction, utilizes the community as a learning laboratory and resource, helps to create an environment in which the community educates itself, and evaluates its success by citizen successes that are recognized as significant by the community itself.

4. *Community College President:* The Chief Executive Officer, Superintendent, or Provost of a two-year public or private college.
5. *Notably Effective Community-Based Program:* Any program or activity conducted through a two-year college which, first, meets the definition of community-based education, used for the purpose of this study; and second, meets the stated criteria of notably effective community-based programs used for the purpose of this study.
6. *Prototype College:* A college, which through its community involvement and support, nature and scope of programming, and its organization and administration of programs, meets the stated criteria of the prototype community-based college.
7. *Panel of Experts:* Nine community college presidents, selected for their body of knowledge and understanding of community-based education in the American community college.

Limitations

This study is limited to a sample of colleges from American community colleges listed in the *1982 Directory of Community, Junior and Technical Colleges.*

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II

REVIEW OF LITERATURE

The first purpose of the study was to explore the extent to which the community-based mission is reflected in the literature of the American community college. The literature was reviewed under three major headings: (1) genesis of community-based education: a historical statement; (2) rationale, philosophy, and definition of community-based education; and (3) characteristics of effective community-based programs. Most of the literature pertaining to community-based education has been written by practitioners in the field, including Edmund J. Gleazer, Jr., Gunder A. Myran, James F. Gollattscheck, and Ervin L. Harlacher.

Genesis of Community-Based Education: A Historical Statement

Over the past two decades the focus of the community college has changed. Its scope and functions have expanded beyond providing the first two years of higher education to university-bound students, providing vocational training for nonuniversity-bound students, and providing continuing education courses for adults. Although these functions continue to be important, community colleges are moving into the mainstream of community life; they are responding to the unique lifelong educational needs of individuals by providing a variety of settings and instructional service approaches. Now and in the future, they constitute a rich resource for both community and individual development.[1]

By the 1930s the basic foundations of the community-based college had already been established within the junior college, which had inherited the utilitarian leanings of the land-grant university and was becoming a positive force in the community.[2] Major influences in the evolution of the community-based mission included university extension, adult and continuing education in general, and the increasing scope, sophistication, and impact of what is known today as the community education/services function of the community college. Programs of community education/services were based on the idea that educational services should be provided to individuals and groups within the local community without the requirement of traditional academic procedures.[3]

The concept of community education originated in the 19th century with such progressive educators as John Dewey, who spoke of free schools, open classrooms, and society school.[4] It was expanded in the 1930s primarily through the support of the Charles Stewart Mott Foundation, which viewed the school "as a place where people could come together and attempt to solve the growing problems of despair and frustration of a devastating depression."[5]

Not until after World War II, however, did the community services function of the junior college begin to develop fully. In the beginning, community services were seen as the voluntary participation of the college's students, faculty, and staff in community groups, community activities, and fund raising.[6] Gradually the community services became more important as the public junior colleges began involving the community in program planning, offering its facilities for public functions, and cooperating with community agencies. The community also began to look to the college for a variety of services to different groups. Thus, by 1960, James Thornton could report that:

> the scope and adequacy of these (community) services determine whether or not the college merits the title of community junior college; they also determine the extent of community understanding and support of the several functions of the college.[7]

In a 1965 study, Harlacher defined community services as "educational services which an educational institution may provide above and beyond the regularly scheduled classes, day and evening."[8] (He later extended this definition to include the function of serving as "catalyst for community development."[9]) Harlacher's study was concerned with the establishment of effective programs of community services. Based on an investigation of 99 junior colleges in the United States, Harlacher identified the objectives, and constructed a checklist of critical requirements for the establishment of effective programs of community services.[10] Four objectives were identified:

1. To become a center of community life by encouraging community groups to use college facilities and services when such use does not interfere with the college's regular schedule;
2. To provide educational services which utilize the special skills and knowledge of the college staff and other experts and which are designed to meet the needs of all age groups within the community and the college district at large;
3. To provide the community, including business and industry, with the leadership and coordination capabilities of the college; assist the community in long-range planning; and join with individuals and groups in attacking unsolved problems;
4. To contribute to and promote the cultural, intellectual, and social life of the community and to foster the development of skills for the profitable use of leisure time.

Harlacher's checklist of critical requirements was organized around three broad areas of administrative concern, each of which subsumed a number of specific requirements framed as recommendations:[11]

1. Securing community/college support:
   a. Involve community in planning and development;
   b. Maintain effective internal and external communications;
   c. Involve faculty and students in planning and development;

d. Coordinate services with other community groups;
e. Encourage college staff to participate in community affairs;
f. Orient faculty and staff to community services function.

2. Determining nature and scope of programming:
   a. Provide effective planning and research;
   b. Establish high standards for public performance;
   c. Tailor services to specific needs and interests;
   d. Define program purposes and objectives;
   e. Identify community needs and interests.
3. Organizing and administering program:
   a. Provide effective administration and supervision;
   b. Establish and adhere to written policies, regulations, and procedures;
   c. Utilize community facilities and resources;
   d. Secure board, administration, and faculty support;
   e. Obtain essential resources.

In 1969 Gunder A. Myran further expanded the definition of community services to include those "efforts of community colleges, often undertaken in cooperation with other community groups or agencies, which are directed toward serving personal and community educational needs not met by the formal collegiate degree or certificate programs."[12] Thus, the community services function had evolved to include explicitly community education, defined by James F. Gollattscheck and his associates as:

> a process that helps citizens to reinvest themselves in the total life of their community. Through this involvement individuals will begin to accept their responsibility to the larger society. In order for a person to have a sense of self-worth she/he must first believe that she/he is valued and must in turn value others. The community education process is aimed at nurturing the development of this process.[13]

The development of comprehensive programs of community education/services, coupled with dramatic changes in community life, led to the development of "community-based education" and the "community-based community college."

Alan Pifer gave a speech at the 1974 AACJC convention in which he stated that community colleges were only secondarily a sector of higher education; he urged that community colleges emphasize community leadership as their primary function. Almost as a direct result of his speech, AACJC issued a statement that the mission of AACJC is to:

> Provide an organization for national leadership of community-based performance oriented postsecondary education.[14]

It is important to note that the general direction taken by other human service organizations is consistent with the trend of community col-

leges toward community-based delivery systems. For example, in mental health, geriatric care, early childhood education, and even medicine, programs are being removed from the institutional setting and placed in the home or the community.

Community-based education entails a new relationship between the college and the community in which the two entities become partners in the educational endeavor. This relationship is closely related to Harlacher's view that the community college should serve as a catalyst in community development, making its resources of knowledge and skills available to the community but allowing the citizens the opportunity to make the decisions in local affairs. The community-based community college does not view itself as the exclusive educational center of the community, but rather as the institution that weaves the fabric of education, wherever it happens in the community and in whatever form, together.[15] The idea of the community-based college is a natural phase in the evolution of the community college.

Rationale, Philosophy, and Definition of Community-Based Education

By its very name, the community college is committed to serving the community and its complex needs. It is in a unique position to demonstrate to the community it serves its awareness of community needs and its willingness to work with various groups in meeting those needs.

In a report to the 1974 Assembly of AACJC, Benjamin Wygal outlined the challenge in six basic questions focusing on the development of the community-based institution.[16]

1. What are the markets within the community? How can community perceptions be translated into the objectives of the college?
2. Given the resources at hand, what are the program possibilities outside the confines of traditional academic practice? What are the operational implications of these?
3. How can output be measured and summarized for fiscal, legal, and managerial purposes?
4. How suited or adaptable are the current resources: specifically, staff and physical plant?
5. If community colleges are to become something different, how accommodating is the current public policy climate in which they operate?
6. What resources and vehicles are available to provide technical assistance in advancing both the concept and the effective practice of postsecondary education which is truly community-based and performance-oriented?

To strengthen its position and role, the community college must project its mission as a community-based institution. In addition to serving as a resource for community renewal, the college must successfully

demonstrate that it can help individuals meet their needs for basic skills, housing, and employment, as well as educational enrichment. Moreover, the programs and offerings of the community college should be designed to meet specific educational and manpower needs of the communities they serve. Finally, the college should aggressively seek to enlist the participation of community leaders in its development, planning, and operation.[17]

In a nationwide study seeking to discover the competency of American adults in meeting the requirements of daily living, five adult needs were identified: (1) consumer economics, (2) occupational knowledge, (3) community resources, (4) health, and (5) government and law. The same study identified four primary skills that are necessary in coping with the vast majority of demands placed on adults: (1) communication skills, (2) computation skills, (3) problem-solving skills, and (4) interpersonal skills.[18]

This nationwide examination suggests a rationale for community-based education, based on the premise that local resources can be marshaled to help solve most community problems. A second premise is that the public schools, community colleges, and other community-based institutions have the capacity to make a far greater impact upon the community than they are currently making. Community-based education is issue- and problem-oriented, for it starts with an assessment of educational needs in the community. One timely initiative is the establishment of working relationships with other community-based education and training institutions.[19]

Edmund J. Gleazer, Jr., emphasizes the need for community colleges to communicate and promote their community-based education mission. He states:

> The mission of the community college District is to identify the educational and cultural needs of the adults in its community and, to the extent possible and appropriate, meet those needs by providing and fostering cultural activities in occupations, college transfer and general education. The District seeks also to assist students by providing effective personal counseling and career guidance programs, activities to promote social growth, and specialized services to facilitate attendance and achievement.[20]

The community-based community college offers a new model of education, one that is committed to the needs of society. Gollattscheck and his associates have described these needs as human renewal for all people; urban renewal of our cities and neighborhoods; environmental renewal of the greater community; political renewal, critical in a republic based on the concept of rule by the people; and even perhaps the moral and spiritual renewal of our great nation.[21]

Valencia Community College in Orlando, Florida, utilized the charrette process in developing its mission statement. (The term "charrette," brought into popular use in this country by architects and planners, refers to highly structured brainstorming sessions in which solutions to various

problems are sought.) At Valencia the process involved students, faculty, classified employees, administration, trustees, and community leaders. The mission statement that emerged from this process was as follows:

> The purpose of Valencia Community College is to create a comprehensive learning environment which fosters individual and community growth by providing postsecondary education and continuing lifelong learning opportunities to all.[22]

What is a community-based college? A community-based college is characterized by its efforts to coordinate planning with other community organizations; by its interest in participatory as well as cognitive learning experiences; by the wide range of ages, backgrounds, and life goals represented in its student body; and by the alternative institutional approaches it arranges, to make learning accessible to various community groups.[23]

In an article on community-based education, Max Tadlock writes:

> No college can call itself community-based until it is ready to step through its own open doors out into the community for mutual guidance, support, and participation. For the college wishing to explore the dimensions and implications of changing from its normal institutional focus to a community focus, the best processes themselves are community-based. They enable the college to contribute to at the same time it draws on community resources to determine what is needed and how best met. . . . *Community-based planning* calls for *full partnership* of the college, community, business, and other educational and governmental agencies in determining the needs of the community, what roles if any the college should play in fulfilling those needs and how best these could be accomplished.[24]

The community-based college recognizes that the community is the life-support environment of the individual; it recognizes that the individual's well-being is dependent on the well-being of the community, just as the community is dependent upon the effectiveness of its individual members. Thus, the individual and the community are dependent upon each other in a relationship in which both may be mutually strengthened or destroyed.[25] Finally, a community-based college can be described as a community college which emphasizes the incorporation of community resources into the learning process, the merger of work and other educative life experiences with classroom learning, the utilization of community agencies and institutions as experiential learning centers, and the use of community experts as mentors and tutors.[26]

Gollattscheck believes that, to be truly community-based, a college must be committed to the proposition that human renewal—the upgrading of every citizen in the community—is its primary and overriding purpose. According to Gollattscheck, there are two strong planks in its philosophic

platform: first, the belief that society is only as great as the individuals who compose it; and second, the recognition that, like democracy, society is not an heirloom to be handed down from one generation to another, but rather is something that must be recreated by each generation to prevent the costly decay of communities and the erosion of human resources that would otherwise result from the changing conditions of its environment. The community-based college, therefore, gives the highest priority in its value system to providing for the continuous renewal of the community by attending to the lifelong learning needs of all the individuals who make up the community.[27]

The community-based institution must continuously address itself to the twofold philosophical and value-loaded question, who should learn what? The appropriate answer to this question is quite clear in terms of the community-based institution. The community-based college acknowledges all members of the community as its potential students. The answer to the question of what the students should learn is based on another question, what do they need to know? What do they need to know in terms of individual and community needs, the needs of the state, the nation, and the world?[28]

The final plank in the philosophical platform of community-based education is the relationship between the institution and the community. Ultimately the term "community-based" implies, more than anything else, a unique relationship between the educational institution and the community, a relationship in which the institution determines its direction and develops its programs through interaction with the community; a relationship in which the college departs from its traditional role of provider of services for the community, and becomes instead a cooperator with the community in providing services for its members.[29]

According to Gollattscheck and his associates, in their seminal book *College Leadership for Community Renewal*, the concept of the community-based college implies an institution operated for, in, and by the community—a college that is a vital part of the community rather than one that merely provides services to the community.[30] By working with community organizations, the college can help them become stronger and more effective agents of community renewal, while at the same time shoring up its own weaknesses with their strengths. A relationship can develop in which strengths of the college and those of various community organizations support and sustain each other. In the long term, the greatest beneficiary will be the community itself.[31]

What are some of the benefits accruing to the community college from cooperative ventures with community organizations? First, each community organization has immediate knowledge of the needs of one or more constituencies. Further, community organizations frequently have access to a corps of volunteers who are willing to assist as support staff in a variety of activities, from clerical work to canvassing neighborhoods and instructing classes. These dedicated volunteers frequently mean the

difference between success and failure for a community project. The college can work with the organizations to channel this momentum in the direction of jointly selected activities.[32]

Cooperation between the community college and community organizations can involve anything from casual contacts to complete mergers, depending upon what is perceived as possible and desirable. Gollattscheck and his associates describe four modes of cooperation between the community college and community agencies:[33]

1. *Advisory relationship.* The advisory mode is the most common. Usually, it involves the college's making use of community advisory committees. In some cases, however, as the community college's interest in the community and its potential for assistance become more widely known, college personnel will find themselves used more and more as advisors to community organizations.
2. *Direct assistance.* This mode involves the provision of services, facilities, expertise, and other resources in ways that directly involve the carrying out of the educational endeavor.
3. *Joint ventures.* These are truly cooperative arrangements in which the college and the community organization work together in an educational enterprise. Joint ventures require that each partner have some knowledge about the other and that each respects the other's capabilities and purposes.
4. *Mergers.* A legal arrangement that may become more common as community-renewal colleges develop is the merger of the college and the community organization. In a merger, both partners perceive themselves to have common interests with respect to a particular targeted constituency.[34]

The community-based college has distinguished itself by working closely and cooperatively with hundreds of community organizations and agencies in accomplishing its mission. It utilizes a variety of cooperative modes to establish working relationships with community organizations for the purpose of assessing community educational needs, establishing and implementing programs, and evaluating their effectiveness. Any continuing relationship between the college and the community agency is likely to involve several modes, shifting from one to another as need dictates.

In developing a working definition of the term "community-based education," it is useful to turn to the dictionary for guidance and insight. The dictionary defines *community* as "a body of people having common organization or interest or living in the same place under the same laws." *Base* is defined as "the supporting layer or foundation"; a second meaning is "the fundamental principle or underlying concept of a system."

Gunder A. Myran believes that community-based education represents a diversification of the social role of the community college. He states that:

> a community-based college is characterized by its efforts to coordinate planning with other community agencies. It must have an

> interest in participatory learning experiences as well as cognitive ones. The wide range of ages and life goals represented in its student body, and the alternative instructional approaches it arranges makes learning accessible to various community groups; making the appropriate educational experiences available requires the community college to provide a diversity of programming, planning, organization, and delivery systems. That is the hallmark of the community-based college.[35]

Using a synthesis of definitions, Gollattscheck defines community-based education as:

> an educational system which uses the community as its base—its organizational center, its creative source, its primary constituent, its underlying concept, and its supporting foundation. In such a system the community becomes the *source* of the objectives of the institution, the determiner of its direction, and the needs of the students become the ultimate criteria against which the success of the institution is measured. Actually, what we call community-based education, therefore, equals community-based education.[36]

Harlacher places the focus of community-based education on:

> the kinds of education that community members want and need, not on what pedagogues think is good for them, and this education is provided where the learners are, not where conventional college organization dictates they should be.[37]

Gleazer's view of community-based education reflects his belief that the community college should work more closely with business and industry, as well as with other organizations in the community. He sees community-based education as a process in which the community college focuses on education for community development and renewal.[38]

A common thread in these definitions is the implication of a new and different type of relationship between the community and the college, a relationship in which the two are partners in the educational endeavor. Therefore, for the purposes of this study, the working definition of "community-based education" is as follows: A learner-centered system of lifelong learning committed to the renewal of the community and its citizens. A community-based institution:

- Emphasizes what the student needs to *learn* rather than what the institution wants to *teach;*
- Determines its mission, goals, and objectives through interaction with the community; and
- Requires that its programs and services be accessible to all community members and that they focus on those competencies that are essential if the learner is to be an effective member of the community.

Characteristics of Effective Community-Based Programs

In 1974 Gleazer described the characteristics of community-based education as:

> (1) access to all with a multitude of entry points in time and place; (2) continuous service to the learner throughout life; (3) values and priorities set on the needs of the people; (4) market recognition; (5) flexibility to respond quickly to community needs; (6) performance orientation and criteria.[39]

Later, in 1980, he added several more characteristics to this description:

1. The college is adaptable. It is capable of change in response to new conditions and demands, or circumstances;
2. The college operates with a continuing awareness of its community;
3. The college has continuing relationships with the learner;
4. The college extends opportunity to the "unserved";
5. The college accommodates to diversity;
6. The college has a nexus function in the community's learning system.[40]

Several other authors, including Harlacher, Myran, and Gollattscheck, have also catalogued the characteristics of and criteria for community-based education. Their ideas were summarized in a research project proposed as follows:[41]

1. The community must be integrally involved in the planning and evaluation of college programs. The college must seek out the community rather than wait for the community to come to it.
2. There must be flexibility in planning because community needs are more transitory than traditional needs.
3. Provision must be made for faculty development. The faculty must feel a part of the community and be sensitive to its needs.
4. Community-based education requires nontraditional staffing and innovative approaches to learning.
5. Effective community analysis is essential to community-based education.
6. The facilities of a community-based college must be accessible and available to the entire community. The campus is coterminous with district boundaries.
7. The college acts as broker, catalyst, and intermediary for the community and agencies outside the community.
8. The community-based college is recognized as a resource to help solve community problems.

In a major address, Gollattscheck proposed a checklist of questions for determining the extent to which college, programs, and activities are community-based.[42]

1. Does the program or activity exist because of a realistic need in

the community, because other colleges have it, or because "colleges have always had it"?
2. Are there mechanisms for altering or modifying the college, program, or activity as community needs change?
3. To what degree do a variety of people have access to the college, program, or activity?
4. May students enter and leave the college, program, or activity at various times, depending on need and convenience?
5. Does the college, program, or activity operate in locations convenient to the student?
6. Is the program or activity based on the real needs of learners rather than on requirements for courses or degrees?
7. Does the college, program, or activity address itself to the needs of people at various times in their lives?
8. Is the college, program, or activity flexible enough to start, stop, and change direction as needs change?
9. May students begin at various points in the college, program, or activity, depending upon their needs and abilities?
10. Does the college, program, or activity recognize and give credit for past experience?
11. Does the college, program, or activity recognize the need for continuous human and community renewal?
12. Does the college, program, or activity provide information services to assist students in selecting educational experiences and to attract potential students to the experiences?
13. Does the college, program, or activity give consideration to the differing learning styles of students?
14. Does the college, program, or activity work for, in, and through other organizations and agencies in the community?
15. Is the college, program, or activity evaluated in terms of community needs?
16. Does the college, program, or activity address itself to a wide range of human needs?

On the basis of this survey of the literature, one may conclude that the essential characteristics of community-based programs are (1) accessibility to all citizens; (2) multiple entry points; (3) flexibility in time and location; (4) continuous service to the learner throughout life; (5) priorities based on the needs of the people; (6) market recognition; (7) adaptability to changing community needs; (8) performance orientation and criteria; (9) nontraditional staffing; and (10) diversified teaching/learning strategies.

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III

NOTABLY EFFECTIVE COMMUNITY-BASED PROGRAMS IN AMERICAN COMMUNITY COLLEGES

The second purpose of this study was to identify and describe community-based programs in community colleges that are notably effective in meeting the needs of their communities. To achieve this purpose, the following steps were taken. First, information on the characteristics of successful community-based programs, derived from the literature survey, was used to develop a set of criteria for evaluating community-based programs. These criteria were then reviewed by the national panel of experts and revised in accordance with their suggestions. The end-product of this process was a list of criteria (see Table 2) that were later used to evaluate the success of particular programs and to select exemplary programs.

TABLE 2
CRITERIA FOR COMMUNITY-BASED PROGRAMS

I. Securing Community/College Support
   A. Community citizenry and/or leaders are involved in the planning and development of programs.
   B. Community groups are integrally involved in the evaluation of the programs.
   C. The community provides support, sponsorship, and funding for programs.
   D. The community provides information services to assist in selecting educational experiences and attracting potential students.
   E. There are linkages between the college and other community agencies.
   F. The college is a catalyst in the planning and development of programs.
   G. There is an established communication system between the college and the community.
   H. The community college initiates the program or activity based on real community needs.

II. Determining Nature and Scope of Programming
   A. The program or activity is flexible in nature.
   B. There is evidence of effective community analysis.
   C. There is continuous feedback from clientele, special interest groups, and community leadership.

D. The program or activity is evaluated in terms of community needs.
E. A variety of people have access to programs and activities.
F. The program or activity is performance-oriented and provides participants with job skills and competencies.
G. The program or activity is comprehensive in scope and has had impact on the community.
H. There are short term programs or activities with high interests.
I. The program or activity is tailored to meet needs and interest individuals and special interest groups.
J. There are internships available to program or activity participants.
K. Hands-on experience is an integral part of the program or activity.
L. The program or activity is in some way related to in-service requirements.
M. Recognition is given to the need for continuous human and community renewal.
N. The program or activity addresses itself to a wide range of human needs.

III. Organizing and Administering Program
A. The program or activity utilizes volunteer staff.
B. Programs or activities are offered at off-campus learning sites/centers.
C. Schedules are flexible, allowing students to enter and leave at various times, at their convenience.
D. The college demonstrates a commitment or investment through staff and program development.
E. The programs and activities are funded through grants, foundations, and other types of special gifts.
F. The program or activity is offered free space at location convenient to the student.
G. Multimedia are used in the delivery of programs or activities.
H. Nontraditional staffing is used, i.e., clients as teachers.
I. Appropriate staff and other resources are assigned; faculty, prominent lecturers, community leadership, etc.
J. The facilities and equipment are provided by the client.

The next step involved sending letters to the presidents of the 1,272 community colleges listed in the *1982 Directory of Community, Junior and Technical Colleges*. This letter was both an invitation to participate in a national survey and a form where the president provided information about programs at his/her institution that might qualify for consideration in the study.

The invitation was accepted by the presidents of 283 colleges in 46 states; information on a total of 1,014 community-based programs was submitted. Table 3 shows the distribution of the participating colleges and the number of programs submitted, by region and state.

TABLE 3
DISTRIBUTION OF COLLEGES PARTICIPATING AND PROGRAMS SUBMITTED, BY REGION AND STATE

Region	State	Colleges Participating		Programs Submitted	
		No.	%	No.	%
Northwest	Alaska	6	2.1	13	1.3
	Idaho	1	0.4	4	0.4
	Oregon	8	2.8	60	5.9
	Washington	16	5.7	56	5.5
	(TOTAL)	(31)	(11.0)	(133)	(13.1)
Southwest	California	33	11.7	78	7.7
	Hawaii	0	0.0	0	0.0
	(TOTAL)	(33)	(11.7)	(78)	(7.7)
Mountain Plains	Arizona	3	1.1	39	3.8
	Colorado	7	2.5	19	1.9
	Kansas	6	2.1	8	0.8
	Missouri	3	1.1	8	0.8
	Montana	1	0.4	1	0.1
	Nebraska	3	1.1	6	0.6
	Nevada	1	0.4	2	0.2
	New Mexico	2	0.7	2	0.2
	Utah	1	0.4	1	0.1
	Wyoming	3	1.1	10	1.0
	(TOTAL)	(30)	(10.6)	(96)	(9.4)
Middle Atlantic	Delaware	1	0.4	1	0.1
	Maryland	5	1.8	23	2.3
	New Jersey	8	2.8	33	3.3
	North Carolina	7	2.5	20	2.0
	Pennsylvania	5	1.8	17	1.7
	Virginia	7	2.5	34	3.4
	West Virginia	0	0.0	0	0.0
	(TOTAL)	(33)	(11.7)	(128)	(12.6)
Southeast	Florida	19	6.7	116	11.4
	Georgia	6	2.1	18	1.8
	South Carolina	5	1.8	16	1.6
	(TOTAL)	(30)	(10.6)	(150)	(14.8)

TABLE 3—continued

Region	State	Colleges Participating		Programs Submitted	
		No.	%	No.	%
South Central	Alabama	5	2.0	7	0.7
	Arkansas	2	0.7	8	0.8
	Louisiana	1	0.4	3	0.3
	Mississippi	0	0.0	0	0.0
	Oklahoma	3	1.1	12	1.2
	Tennessee	6	2.1	31	3.0
	Texas	14	4.9	64	6.3
	(TOTAL)	(31)	(11.0)	(125)	(12.3)
North Central	Michigan	13	4.6	41	4.0
	Minnesota	8	2.8	15	1.5
	North Dakota	1	0.4	1	0.1
	South Dakota	1	0.4	3	0.3
	Wisconsin	8	2.8	42	4.1
	(TOTAL)	(31)	(11.0)	(102)	(10.0)
Central	Illinois	12	4.2	47	4.6
	Indiana	4	1.4	9	0.9
	Iowa	4	1.4	12	1.2
	Kentucky	5	1.8	12	1.2
	Ohio	8	2.8	38	3.7
	(TOTAL)	(33)	(11.7)	(118)	(11.6)
Northeast	Connecticut	4	1.4	11	1.1
	Maine	2	0.7	2	0.2
	Massachusetts	5	1.8	16	1.6
	New Hampshire	0	0.0	0	0.0
	New York	17	6.0	46	4.5
	Rhode Island	1	0.4	5	0.5
	Vermont	2	0.7	4	0.4
	(TOTAL	(31)	(11.0)	(84)	(8.3)
GRAND TOTAL		283		1,014	

Note: Total percentages may not add up due to rounding.

As the table shows, the nine regions of the United States are almost equally represented in terms of absolute number of institutions participating, from a low of 30 community colleges in the Mountain Plains and the Southeast regions to a high of 33 each from the Southwest, Middle Atlantic, and Central regions. The number of programs submitted ranged from

a low of 84 for the Northeast region to a high of 150 from the Southeast. Looking at the individual states, we find that California led in institutional participation: 33 California community colleges (accounting for 11.7 percent of the total number of participating institutions) submitted programs. The leader in terms of programs was Florida, whose 19 participating community colleges submitted 116 programs in all, accounting for 11.4 percent of all the programs submitted. The number of programs submitted per college also varied: One institution sent information on 34 community-based programs, while 104 community colleges (37 percent of the total) submitted only one program for consideration. The relatively even geographical distribution of colleges and programs in the study is further illustrated in Figure 1.

Next, each of the 1,014 programs submitted for consideration was classified into one of seven categories, adapted from seven major trends identified by Harlacher in 1969[1] and 20 subcategories, reflecting the program emphasis:

1. Community Education
   —Training for business, industry, government, and professionals
   —Education for all age levels
   —Human resource development
   —Meeting community needs
   —Continuing education for allied health
2. Community Development
   —Community leadership
   —Community action
   —Community research and planning
   —Programs for the disadvantaged
   —Organization of community groups
3. Multiservice Outreach
   —Extension centers
   —In-plant training
   —Community facilities
4. College-Community Interaction
   —Cooperation with community organizations
   —Cooperation with business and government agencies
   —Cooperation with other educational institutions
5. Performance-Orientation
6. Diversification of Media
   —Telecommunications
   —Miscellaneous uses of media
7. Recreational and Cultural Development
   —Cultural centers
   —Recreational/educational programs

CANADA
WASHINGTON 16/56
OREGON 8/60
CALIFORNIA 33/78
NEVADA 1/2
IDAHO 1/4
MONTANA 1/1
WYOMING 3/10
UTAH 1/1
ARIZONA 3/39
COLORADO 7/19
NEW MEXICO 2/2
NORTH DAKOTA 1/1
SOUTH DAKOTA 1/3
NEBRASKA 3/6
KANSAS 6/8
OKLAHOMA 3/12
TEXAS 14/64
MINNESOTA 8/15
IOWA 4/12
MISSOURI 3/8
ARKANSAS 2/8
LOUISIANA 1/3
WISCONSIN 8/42
ILLINOIS 12/47
MICHIGAN 13/41
INDIANA 4/9
OHIO 8/38
KENTUCKY 5/12
TENNESSEE 6/31
MISSISSIPPI 0/0
ALABAMA 5/7
GEORGIA 6/18
FLORIDA 19/116
NEW YORK 17/46
PENNSYLVANIA 5/17
MAINE 2/2
VERMONT 2/4
NEW HAMPSHIRE 3/11
MASSACHUSETTS 5/16
RHODE ISLAND 1/5
CONNECTICUT 4/11
NEW JERSEY 8/33
DELAWARE 1/1
MARYLAND 5/23
WEST VIRGINIA 0/0
VIRGINIA 7/34
NORTH CAROLINA 7/27
SOUTH CAROLINA 5/16
ALASKA 6/13
HAWAII 0/0
MEXICO
Gulf of Mexico
Key: Number of Colleges Participating/Number of Programs Submitted

FIGURE 1

FIGURE 2
NINE REGIONS OF THE UNITED STATES

1. *NORTHWEST*
   - Alaska
   - Idaho
   - Oregon
   - Washington

2. *SOUTHWEST*
   - California
   - Hawaii

3. *MOUNTAIN PLAINS*
   - Arizona
   - Colorado
   - Kansas
   - Missouri
   - Montana
   - Nebraska
   - Nevada
   - New Mexico
   - Utah
   - Wyoming

4. *SOUTH CENTRAL*
   - Alabama
   - Arkansas
   - Louisiana
   - Mississippi
   - Oklahoma
   - Tennessee
   - Texas

5. *NORTH CENTRAL*
   - Michigan
   - Minnesota
   - North Dakota
   - South Dakota
   - Wisconsin

6. *CENTRAL*
   - Illinois
   - Indiana
   - Iowa
   - Kentucky
   - Ohio

7. *NORTHEAST*
   - Connecticut
   - Maine
   - Massachusetts
   - New Hampshire
   - New York
   - Rhode Island
   - Vermont

8. *MIDDLE ATLANTIC*
   - Delaware
   - Maryland
   - New Jersey
   - North Carolina
   - Pennsylvania
   - Virginia
   - West Virginia

9. *SOUTHEAST*
   - Florida
   - Georgia
   - South Carolina

REFERENCES

1. Ervin L. Harlacher, *The Community Dimension of the Community College* (Englewood Cliffs, N.J.: Prentice-Hall, 1969).

IV

SELECTED AMERICAN COMMUNITY COLLEGES THAT ARE PROTOTYPES OF THE COMMUNITY-BASED EDUCATION PHILOSOPHY

The third purpose of this study was to identify and describe selected American community colleges that are prototypes of the community-based education philosophy.

The notably effective community-based programs identified in the second phase of the study and reported in Chapter III were used as a basis for identifying at least one institutional candidate from each of the nine major regions of the United States. First, the programs were reviewed, evaluated, and awarded points according to the stated criteria. Then, the points awarded to the programs from each school were totaled and averaged; this average (mean) constituted the "score" for each of the 283 institutions participating in the study.

The pool of institutional candidates for prototype colleges comprised those institutions with the highest scores. Because an earlier decision had been made to include at least one institutional candidate from each of the nine regions, the pool consisted of 17 candidates, which are listed in Table 4, along with the number of programs submitted by each.

TABLE 4
PROTOTYPE CANDIDATES OF THE COMMUNITY-BASED EDUCATION PHILOSOPHY

College	Region	Number of Programs Submitted
Austin Community College Austin, Texas	South Central	9
Clackamas Community College Oregon City, Oregon	Northwest	17
Florida Junior College at Jacksonville Jacksonville, Florida	Southeast	9
Gulf Coast Community College Panama City, Florida	Southeast	14

TABLE 4—continued

College	Region	Number of Programs Submitted
Kirkwood Community College Cedar Rapids, Iowa	Central	7
Marin Community College Kentfield, California	Southwest	2
Miami-Dade Community College Miami, Florida	Southeast	11
Northeastern Junior College Sterling, Colorado	Mountain Plains	6
Northern Virginia Community College Alexandria, Virginia	Middle Atlantic	13
Oakton Community College Des Plaines, Illinois	Central	12
Onondaga Community College Syracuse, New York	Northeast	8
Pima Community College Tucson, Arizona	Mountain Plains	34
Pioneer Community College Kansas City, Missouri	Mountain Plains	4
Valencia Community College Orlando, Florida	Southeast	11
Vista College Berkeley, California	Southwest	4
Waukesha County Technical Institute Pewaukee, Wisconsin	North Central	9
Wenatchee Valley College Wenatchee, Washington	Northwest	3

A letter was sent to the president of each of the 17 colleges identified in Table 4 inviting her/him to participate in this further phase of the study. A follow-up phone call was made to each president to discuss her/his possible participation in this phase and to clarify the responsibilities of participants. Three college presidents declined the invitation to participate on the grounds that there were too many other demands on their time.

The 14 presidents who agreed to participate in the study were sent copies of three separate survey forms. The first was designed to elicit in-

TABLE 5

SEVEN PROTOTYPE CANDIDATES OF THE COMMUNITY-BASED EDUCATION PHILOSOPHY AS RATED BY THE PANEL OF EXPERTS

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Ratings by Panel of Experts						
	1	2	3	4	5	6	7
College Administrators Survey							
College/Community Support:							
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	5	4	5	4	5	5
2. Community groups are involved in the evaluation of programs.	5	5	3	4	4	4	5
3. The college or community initiates programs or activities based on identified community needs.	4	5	3	5	3	3	5
4. There are linkages, (cooperative relations) between the college and other community agencies.	4	5	3	5	5	4	4
5. There are established systems of communication between the college and community.	4	5	4	5	3	3	5
6. The college is a catalyst in community development.	5	5	5	5	4	4	5
7. Business, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.	5	5	4	5	4	4	5

TABLE 5 (Continued)

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Ratings by Panel of Experts						
	1	2	3	4	5	6	7
Nature, Scope, and Delivery:							
8. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	4	4	4	4	4	3	5
9. There is continuous feedback from clientele, special interest groups and community leadership.	3	4	4	5	0	3	4
10. A wide variety of college and community people are used as resources in the delivery of programs and activities.	4	4	3	4	4	3	4
11. Programs and activities have been successful in meeting their objectives and goals.	4	5	4	4	4	4	5
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	4	5	3	5	5	3	5
13. The college provides students opportunities to participate in internships or cooperative education.	4	4	2	4	5	3	5
14. Hands-on experience is an integral part of programs or activities.	5	4	3	5	5	3	5
Organization and Administration:							
15. Courses are flexible, allowing students to enter and leave at various times, at their convenience.	5	5	3	5	3	3	5
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	4	5	4	4	5
17. The college utilizes volunteers as resources in the development and delivery of programs and activities.	3	4	4	4	3	3	5

18. The college uses a variety of media in the delivery of programs or activities.	4	4	2	5	4	3	5
TOTAL (mean)	77	83	62	84	68	62	87

Community Leader Survey

Community/College Support:							
1. Community citizenry and/or leaders involved in the planning and development of programs.	4	5	3	5	2	4	5
2. Community groups are involved in the evaluation of programs at the colleges.	4	5	2	5	2	3	5
3. The college or community initiate programs or activities based on identified community needs.	5	5	3	5	4	3	5
4. There are cooperative relationships between the college and other community agencies.	4	5	3	5	3	3	4
5. The community college is a catalyst in community development.	4	4	3	5	3	3	5
6. Businesses, special interest groups, and/or community organizations that are served by the college provide support, sponsorship and/or funding for programs.	5	5	3	5	4	4	5
Nature, Scope, and Delivery:							
7. There is continuous feedback from clientele, special interest groups, and community leadership.	4	4	3	5	3	3	4
Organization and Administration:							
8. Programs or activities are offered at off-campus learning sites/centers.	5	5	3	5	5	3	5
TOTAL (mean)	35	38	23	40	26	26	38

TABLE 5—continued

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Ratings by Panel of Experts						
	1	2	3	4	5	6	7
Participating Student's Survey							
Nature, Scope, and Delivery							
1. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	4	5	3	5	4	3	5
2. A wide variety of college and community people are used as resources in the delivery of programs and activities.	3	5	4	5	2	2	5
3. Programs and activities have been successful in meeting their objectives and goals.	4	5	2	5	4	3	5
4. Activities or programs provide students with skills and competencies.	4	4	2	5	5	4	4
Organization and Administration:							
5. Program or activity provided students an opportunity to participate in internships.	4	4	0	4	0	2	4
6. Hands-on experience is an integral part of programs or activities.	4	4	2	5	4	2	5
7. Programs or activities are flexible, allowing students to enter and leave at various times.	4	4	0	5	3	3	5
8. A variety of media (i.e., films, VTR, TV, etc.) was utilized in the delivery of course or program.	3	5	3	4	2	2	4
TOTAL (mean)	30	36	16	38	24	21	37

formation from the college president and two knowledgeable members of her/his administration with direct responsibility for community-based programs. The second survey form was designed to elicit information from four knowledgeable representatives of the community including one member of the college's board of trustees. The third survey form was designed to elicit information from three students who had participated in one of the college's community-based courses or programs in the last year. Each of the presidents agreed to forward the survey forms to the selected administrators, community leaders, and students, with instructions that they be returned to the president's office. Seven of the 14 college presidents returned all of the required forms. Their institutions are listed below:

—Florida Junior College at Jacksonville
—Gulf Coast Community College (Florida)
—Northeastern Junior College (Colorado)
—Northern Virginia Community College
—Onondaga Community College (New York)
—Valencia Community College (Florida)
—Waukesha County Technical Institute (Wisconsin)

The survey forms returned from each college were randomly assigned to members of the panel of experts so that each college was evaluated by four experts and no expert rated his own college. The survey forms were analyzed and evaluated on the basis of the stated criteria. The final score for each college was based on the average of the total points awarded to the college by each of the four experts.

The findings for each of the seven institutional candidates are presented in Table 5. The total points listed for each of the seven colleges represent the mean score as rated by the panel of experts.

Several conclusions can be drawn from the data presented in Table 5. First, according to the ratings made by experts of the questionnaire responses, college administrators tended to have the most favorable impressions of their institutions' community-based programs; community leaders had a slightly less positive perception; and participating students were least favorable toward the programs. Second, the three criteria on which the institutional participants were most likely to be rated high—i.e., seen to have a major impact on the college and community—were involvement of the citizenry and/or community leaders in the planning and development of programs; support, sponsorship, and/or funding by business, special interest groups, and/or community organizations; and the provision of programs or activities at off-campus learning sites/centers. Third, the four criteria on which the institutional participants were least likely to be rated high—i.e., were seen to have only slight or no impact on the college and community—were offering internships or cooperative education; receiving continuous feedback from clientele, special interest groups, and community leaders; using a variety of media for the delivery of programs and activities; and using a wide variety of community and college resource persons in the delivery of services and activities.

Finally, looking at the three sets of total scores (college administrators, community leaders, participating students), one finds the same three institutional candidates ranking at the bottom of each. Clearly, those three colleges are less successful than the four other institutional candidates in meeting the stated criteria for having a major impact.

Based on these scores, four colleges were selected as prototype community-based colleges:

—Florida Junior College at Jacksonville
—Northeastern Junior College (Colorado)
—Northern Virginia Community College
—Valencia Community College (Florida)

A profile of the four prototype colleges based on the stated criteria is presented in Tables 6, 7, and 8. These three tables document the similarities among the four prototype colleges.

As Table 6 shows, all four of the prototype colleges had a major impact (i.e., received a rating of 5 on the basis of responses to the college administrator survey) with respect to five of the criteria: involving citizenry and/or community leaders in the planning and development of programs; serving as a catalyst in community development; receiving support, sponsorship, and/or funding for programs from business, special interest groups, and/or community organizations; offering courses on a flexible basis; and providing programs and activities at off-campus learning sites/centers.

As Table 7 shows, all four of the prototype colleges were seen by community leaders as having a major impact with respect to three of the criteria: initiating programs or activities on the basis of identified community needs; receiving support and sponsorship from community groups; and providing programs and activities at off-campus learning sites/centers.

Table 9 presents basic data on the four prototype colleges: location, estimated population of service area, year established, size of 1983–84 operating budget, number of campuses, size of the college (enrollments), and size of faculty (full time and part time).

The remainder of the chapter presents case studies on each of the four prototype colleges. The discussion of the impact of community-based education on each of the colleges and its community is organized under three major headings: community/college support; nature, scope, and delivery; and organization and administration.

Florida Junior College at Jacksonville

Florida Junior College at Jacksonville (FJC) serves a five-county area (Duval, Baker, Clay, Nassau, and St. Johns) with an estimated population of 600,000.

According to 1980 census data, the population in the five-country service area increased by 115,714 during the 1970s, representing a population growth rate of 18.6 percent. The population of potential college

TABLE 6

FOUR PROTOTYPE COMMUNITY-BASED COLLEGES AS RATED BY MEMBERS OF THE NATIONAL PANEL OF EXPERTS

(College Survey)

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Florida Junior College at Jacksonville	Northeastern Junior College	Northern Virginia Community College	Valencia Community College
Community/College Support:				
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	5	5	5
2. Community groups are involved in the evaluation of programs.	5	5	5	4
3. The college or community initiates programs or activities based on identified community needs.	5	4	5	5
4. There are linkages between the college and other community agencies.	4	4	5	5
5. There are established systems of communication between the college and community.	5	4	5	5
6. The college is a catalyst in community development.	5	5	5	5
7. Business, special interest groups, and/or community organizations that are served by your college provide support, sponsorship, and/or funding for programs.	5	5	5	5

TABLE 6—continued

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Florida Junior College at Jacksonville	Northeastern Junior College	Northern Virginia Community College	Valencia Community College
Nature, Scope, and Delivery:				
8. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	5	4	4	4
9. There is continuous feedback from clientele, special interest groups, and community leadership.	4	3	4	5
10. A wide variety of college and community people are used as resources in the delivery of your programs and activities.	4	4	4	4
11. Programs and activities have been successful in meeting their objectives and goals.	5	4	5	4
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	5	4	5	5
13. The college provides students opportunities to participate in internships or cooperative education.	5	4	4	4
14. Hands-on experience is an integral part of programs or activities.	5	5	4	5

Organization and Administration:				
15. Courses are flexible, allowing students to enter and leave at various times, at their convenience.	5	5	5	5
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	5	5

TABLE 7

FOUR PROTOTYPE COMMUNITY-BASED COLLEGES AS RATED BY MEMBERS OF THE NATIONAL PANEL OF EXPERTS

(Community Leadership Survey)

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Florida Junior College at Jacksonville	Northeastern Junior College	Northern Virginia Community College	Valencia Community College
Community/College Support:				
1. Community citizenry and/or leaders involved in the planning and development of programs.	5	4	5	5
2. Community groups are involved in the evaluation of programs at the colleges.	5	4	5	5
3. The college or community initiates programs or activities based on identified community needs.	5	5	5	5
4. There are cooperative relationships between the college and other community agencies.	4	4	5	5
5. The community college is a catalyst in community development.	5	4	4	5
6. Businesses, special interest groups, and/or community organizations that are served by the college provide support, sponsorship and/or funding for programs.	5	5	5	5

Nature, Scope, and Delivery:				
7. There is continuous feedback from clientele, special interest groups, and community leadership.	4	4	4	5
Organization and Administration:				
8. Programs or activities are offered at off-campus learning sites/centers.	5	5	5	5
TOTAL (mean)	38	35	38	40

TABLE 8

FOUR PROTOTYPE COMMUNITY-BASED COLLEGES AS RATED BY MEMBERS OF THE NATIONAL PANEL OF EXPERTS

(Student/Participant Survey)

Criteria for Prototype Community-Based Community Colleges KEY: 5 points = Criteria met, with major impact on the college/community 2–4 points = Criteria met, with some impact on the college/community 0 points = Criteria not met	Florida Junior College at Jacksonville	Northeastern Junior College	Northern Virginia Community College	Valencia Community College
Nature, Scope, and Delivery:				
1. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	5	4	5	5
2. A wide variety of college and community people are used as resources in the delivery of your programs and activities.	5	3	5	5
3. Programs and activities have been successful in meeting their objectives and goals.	5	4	5	5
4. Activities or programs provide students with skills and competencies.	4	4	4	5
5. Program or activity provided students an opportunity to participate in internships.	4	4	4	4
6. Hands-on experience is an integral part of programs or activities.	5	4	4	5

Organization and Administration:				
7. Programs or activities are flexible, allowing students to enter and leave at various times.	5	4	4	5
8. A variety of media (i.e., films, VTR, TV, etc.) was utilized in the delivery of course or program.	4	3	5	4
TOTAL (mean)	37	30	36	38

TABLE 9
BASIC INFORMATION ON THE FOUR PROTOTYPE COLLEGES

	Florida Junior College at Jacksonville	Northeastern Junior College	Northern Virginia Community College	Valencia Community College
Location	Jacksonville, FL	Sterling, CO	Alexandria, VA	Orlando, FL
Estimated population of service area	600,000	62,000	1,200,000	561,413
Year established	1966	1941	1965	1967
Size of operating budget, 1983–84	$47,000,000	$5,800,000	$46,000,000	$19,257,041
Number of campuses	4	1	5	3
Size of college				
a. annual FTE enrollment	14,900	1,620	17,000	8,330
b. unduplicated headcount	25,000	4,402	58,000	16,915
c. unduplicated headcount in noncredit courses	50,000	6,927	100,000	23,457
*Faculty				
a. full time	349	68	518	164
b. part time	1,155	11	918	299

*Source: 1982 Community, Junior and Technical College Directory

students (i.e., persons age 16 and older) increased at a greater rate—30.1 percent—during the 1970s than did the general population.

The four-campus college has an annual full-time enrollment (FTE) of 14,900; an unduplicated headcount of 25,000 in credit courses; and an unduplicated headcount of 50,000 in noncredit courses.

The annual operating budget for FJC is $47 million, with 70 percent going for credit courses and programs, and 30 percent going for noncredit activities. The Florida Department of Education provides the college with special funding totaling $250,000 for Community Instructional Services.

The information on the impact that FJC has had on its service communities came from ten individuals. The college survey forms were completed by the college president and two of his key administrators, one responsible for adult education and the other for community education. The four community leaders who completed survey forms represented the Chamber of Commerce, United Way, FJC Foundation Board, Rotary Club, Board of Family Health Services, Salvation Army, Pastoral Counseling Center, and Jacksonville University Council. The three participants were enrolled students, respectively, in a noncredit Stress and Time Management course, credit courses in English Composition and Introduction to Computer Concepts, and a credit course in Principles of Accounting.

Table 10, which summarizes the ratings made by the national panel of experts on the basis of the survey responses of the three groups (college administrators, community leaders, and participating students), indicates unanimity of feeling with respect to most of the common items. There were four exceptions to this generalization, all of them involving slight disagreements between college administrators and students. The administrators were more likely than the students to perceive their community-based education programs as having a major impact on the college and community with respect to the following criteria: providing participants with skills and competencies; offering students opportunities to participate in internships and cooperative education; and using a variety of media. On the other hand, students were more likely than administrators to perceive the programs as using a wide variety of college and community resource persons.

Northeastern Junior College

Northeastern Junior College (NJC), established in 1941, is a comprehensive community junior college located in Sterling, Colorado, 128 miles northeast of Denver.

A city of 15,000 residents, Sterling is characterized by strong business, cultural, and professional interests. Located in a predominantly agricultural area, the city constitutes a trade, education, and health center for a population of more than 50,000.

TABLE 10
NATIONAL PANEL RATINGS OF
FLORIDA JUNIOR COLLEGE AT JACKSONVILLE

Criteria	Mean ratings		
	College Officials	Community Leaders	Participating Students
Community/College Support:			
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	5	—
2. Community groups are involved in the evaluation of programs.	5	5	—
3. The program or community initiates programs or activities based on identified community needs.	5	5	—
4. There are linkages (cooperative relations) between the college and other community agencies.	4	4	—
5. There are established systems of communication between the college and the community.	5	—	—
6. The college is a catalyst in community development.	5	5	—
7. Business, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.	5	5	—
Nature, Scope, and Delivery:			
8. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	5	—	5
9. There is continuous feedback from clientele, special interest groups, and community leadership.	4	4	—
10. A wide variety of college and community people are used as resources in the delivery of programs and activities.	4	—	5
11. Programs and activities have been successful in meeting their objectives and goals.	5	—	5
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	5	—	4

TABLE 10—continued

Criteria	Mean ratings: College Officials	Community Leaders	Participating Students
13. The college provides students with opportunities to participate in internships or cooperative education.	5	—	4
14. Hands-on experience is an integral part of programs or activities.	5	—	5
Organization and Administration:			
15. Courses, programs, or activities are flexible, allowing students to enter and leave at various times, at their convenience.	5	—	5
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	—
17. The college utilizes volunteers as resources in the development and delivery of programs and activities.	5	—	—
18. The college uses a variety of media in the delivery of programs or activities.	5	—	4
TOTAL (mean)	87	38	37

In 1950 the name of the college was changed from Sterling Junior College to Northeastern Junior College to reflect its larger area of service. Since that time, the college has developed a close association with the home community; over the years, its service area has expanded even further, and now NJC serves an estimated population of more than 62,000.

In the 1983–84 academic year, the FTE enrollment was 1,620; the unduplicated headcount for credit courses was 4,402; and the unduplicated headcount for noncredit courses was 6,927.

Northeastern Junior College receives external funding from the state of Colorado totaling $68,000, designated for adult vocational education programs and the farm-ranch management program.

Eleven individuals participated in the three surveys designed to provide evidence of NJC's record in meeting the needs of the community. Respondents to the college survey include the president of NJC, the Dean of Community Services/Community Education, and a Community School Coordinator. The four community leaders included a representative of a local school district, a consultant to boards of education, a board member of the Cooperative Educational Service Agency, and a representative of Rotary International. The three student respondents had participated in a variety of classes: credit courses in Journalism, Computer Literacy,

and Writing for Fun and Profit; and noncredit courses in First Aid, Basic Handwriting, and Introduction to Drama.

As Table 11 shows, college administrators tended to have somewhat more favorable impressions than did community leaders or participating students of the college's performance on several criteria: involvement of citizens in planning, development, and evaluation of community-based programs; the college's catalytic role in the community; the utilization of resource persons and of hands-on experience in the delivery of programs; the flexibility of courses; and the use of a variety of media. On the other hand, administrators' perceptions of the college's impact with respect to basing programs on identified community needs and receiving continuous feedback from the community were less positive than were those of community leaders.

TABLE 11
NATIONAL PANEL RATINGS OF
NORTHEASTERN JUNIOR COLLEGE

Criteria	Mean ratings		
	College Officials	Community Leaders	Participating Students
Community/College Support:			
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	4	—
2. Community groups are involved in the evaluation of programs.	5	4	—
3. The program or community initiates programs or activities based on identified community needs.	4	5	—
4. There are linkages (cooperative relations) between the college and other community agencies.	4	4	—
5. There are established systems of communication between the college and the community.	4	—	—
6. The college is a catalyst in community development.	5	4	—
7. Business, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.	5	5	—
Nature, Scope, and Delivery:			
8. Programs or activities are tailored to meet			

TABLE 11—continued

Criteria	Mean ratings: College Officials	Community Leaders	Participating Students
the needs and interests of individuals and/or special interest groups.	4	—	4
9. There is continuous feedback from clientele, special interest groups, and community leadership.	3	4	—
10. A wide variety of college and community people are used as resources in the delivery of programs and activities.	4	—	3
11. Programs and activities have been successful in meeting their objectives and goals.	4	—	4
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	4	—	4
13. The college provides students with opportunities to participate in internships or cooperative education.	4	—	4
14. Hands-on experience is an integral part of programs or activities.	5	—	4
Organization and Administration:			
15. Courses, programs, or activities are flexible, allowing students to enter and leave at various times, at their convenience.	5	—	4
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	—
17. The college utilizes volunteers as resources in the development and delivery of programs and activities.	3	—	—
18. The college uses a variety of media in the delivery of programs or activities.	4	—	3
TOTAL (mean)	77	35	30

Northern Virginia Community College

Established in 1965, Northern Virginia Community College (NVCC) has five campuses (located in Alexandria, Annandale, Loudoun, Manassas, and Woodbridge), all offering a common core of occupational/technical and college transfer curricula. In addition, each campus specializes in cer-

tain occupational/technical areas. The college's Extended Learning Institute provides courses for those who choose to study at home rather than attend classes on campus. Instruction is available through television and radio programs, cassette tapes, and print material sent through the mail.

When the college opened in 1965, Dr. Barnard Joy, the first chairman of its Board of Trustees, said:

> We can expect to enroll ten times the number of students enrolled today, in ten years; and we can expect to see the effect of these trained persons in the community.

In fact, ten years later in 1975, the college enrolled over 21,000 students, 30 times as many as it enrolled in 1965. Today, the college remains the largest institution of higher education in the Commonwealth of Virginia, with an annual FTE enrollment of 17,000, unduplicated headcount of over 58,000 students in credit courses, and an unduplicated headcount of 100,000 in noncredit courses and programs.

In 1983 the Virginia General Assembly approved a budget of more than $46,000,000 for the college; 95 percent of these funds were targeted to credit courses and programs, and 5 percent to noncredit activities.

Ten individuals submitted survey forms, providing information on the impact that NVCC is having on its service communities. In addition to the college president, the Director of Continuing Education and Community Services and the Director of Adult Education completed the college survey form. The four community leaders completing forms included: the first Chairman of the College Board and past President of the Northern Virginia Educational Television Association; a charter member of the NVCC Board who was also a member of the Alexandria Hospital Corporation and the Kiwanis Club; a physician who served on the board of the Washington Farm United Methodist Church and who was also the current Chairman of the NVCC Board; and a member of the Northern Virginia Mental Health Institute, Church Women United, the League of Women Voters, and the NVCC Educational Foundation board. The three students completing survey forms had participated in science/management credit courses, an Administration of Justice credit program, and a Hotel, Restaurant and Institutional Management credit program.

As Table 12 shows, the three groups of respondents were in substantial agreement about NVCC's success in meeting the stated criteria. Administrators were more likely than were community leaders to view the college as a catalyst in community development and more likely than were students to believe that the college's community-based education programs and activities had a major impact with respect to providing students with skills and competencies and maintaining flexibility. On the other hand, students had a greater tendency than did administrators to believe that the college had met the criteria of tailoring programs and activities to community needs, using resource persons in the delivery of programs, and making use of a variety of media.

TABLE 12
NATIONAL PANEL RATINGS OF
NORTHERN VIRGINIA COMMUNITY COLLEGE

Criteria	Mean ratings		
	College Officials	Community Leaders	Participating Students
Community/College Support:			
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	5	—
2. Community groups are involved in the evaluation of programs.	5	5	—
3. The program or community initiates programs or activities based on identified community needs.	5	5	—
4. There are linkages (cooperative relations) between the college and other community agencies.	5	5	—
5. There are established systems of communication between the college and the community.	5	—	—
6. The college is a catalyst in community development.	5	4	—
7. Business, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.	5	5	—
Nature, Scope, and Delivery:			
8. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	4	—	5
9. There is continuous feedback from clientele, special interest groups, and community leadership.	4	4	—
10. A wide variety of college and community people are used as resources in the delivery of programs and activities.	4	—	5
11. Programs and activities have been successful in meeting their objectives and goals.	5	—	5

TABLE 12—continued

Criteria	Mean ratings: College Officials	Community Leaders	Participating Students
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	5	—	4
13. The college provides students with opportunities to participate in internships or cooperative education.	4	—	4
14. Hands-on experience is an integral part of programs or activities.	4	—	4
Organization and Administration:			
15. Courses, programs, or activities are flexible, allowing students to enter and leave at various times, at their convenience.	5	—	4
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	—
17. The college utilizes volunteers as resources in the development and delivery of programs and activities.	4	—	—
18. The college uses a variety of media in the delivery of programs or activities.	4	—	5
TOTAL (mean)	83	38	36

Valencia Community College

Since its inception in 1967, Valencia Community College (VCC), in Orlando, Florida, has worked closely and cooperatively with hundreds of community organizations and agencies in carrying out its mission as a community-based learning resource center for the entire community.

This three-campus college, with an estimated service area population of 561,413, serves 23,457 individuals (unduplicated headcount) through noncredit courses annually. In addition, VCC has an annual FTE enrollment of 8,330 and an unduplicated headcount of 16,915 enrolled in credit courses.

In 1983–84, VCC had an operating budget of $19,257,041; 92 percent ($17,716,478) went to credit courses, and 2 percent ($385,141) was earmarked for noncredit courses and programs.

In addition, the college receives a total of more than $500,000 annually for its community-based programs from six external funding sources:

Source	*Program*	*Amount*
1. Florida Department of Health & Rehabilitation Services	Displaced Homemaker Program	$131,048
2. Florida Department of Education	Community Instructional Services Program	$ 72,484
3. Florida Division of Blind Services	Center for Independence, Training and Education	$120,847
4. Florida Institute of Government	Center for Community Leadership	$ 48,800
5. J.T.P.A.; Florida Department of Vocational Rehabilitation	Computer Programmer Training for the Disabled	$129,500
6. Florida Division of Vocational Education		$ 33,209

This financial support from the community and from various state agencies demonstrates a commitment to the basic concepts of community-based education. It also places a certain obligation upon the college and its policymakers to see that the community's needs are served.

Eleven individuals responded to the summary forms for this study. The administrators included the president of Valencia, the dean of the Open Campuses and the executive vice president. The four community leaders represented the YMCA Board of Directors, the board of the United Methodist Church, Loch Haven Art Museum, the Council for Continuing Education for Women of Central Florida, Inc., and the District Board of Trustees of VCC since 1973. The four student respondents had participated in credit courses in American Government, Data Processing, and Earth Science, and in noncredit courses in Microwave Cooking, Self Assessment and Career Exploration, and the Displaced Homemaker Program.

Table 13 indicates that, on the few criteria where differences of opinion existed, administrators were somewhat less inclined than were the other two groups of respondents to say that the college's community-based education programs had had a major impact. Thus, community leaders were more likely than were administrators to perceive community groups as being involved in the evaluation of programs; and students were more likely than were administrators to believe that the college had met the

TABLE 13
NATIONAL PANEL RATINGS OF
VALENCIA COMMUNITY COLLEGE

Criteria	Mean ratings		
	College Officials	Community Leaders	Participating Students
Community/College Support:			
1. Community citizenry and/or leaders are involved in the planning and development of programs.	5	5	—
2. Community groups are involved in the evaluation of programs.	4	5	—
3. The program or community initiates programs or activities based on identified community needs.	5	5	—
4. There are linkages (cooperative relations) between the college and other community agencies.	5	5	—
5. There are established systems of communication between the college and the community.	5	—	—
6. The college is a catalyst in community development.	5	5	—
7. Business, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.	5	5	—
Nature, Scope, and Delivery:			
8. Programs or activities are tailored to meet the needs and interests of individuals and/or special interest groups.	4	—	5
9. There is continuous feedback from clientele, special interest groups, and community leadership.	5	5	—
10. A wide variety of college and community people are used as resources in the delivery of programs and activities.	4	—	5
11. Programs and activities have been successful in meeting their objectives.	4	—	5
12. Programs or activities are performance-oriented and provide the participants with skills and competencies.	5	—	5

TABLE 13—continued

Criteria	Mean ratings: College Officials	Community Leaders	Participating Students
13. The college provides students with opportunities to participate in internships or cooperative education.	4	—	4
14. Hands-on experience is an integral part of programs or activities.	5	—	5
Organization and Administration:			
15. Courses, programs, or activities are flexible, allowing students to enter and leave at various times, at their convenience.	5	—	5
16. Programs or activities are offered at off-campus learning sites/centers.	5	5	—
17. The college utilizes volunteers as resources in the development and delivery of programs and activities.	4	—	—
18. The college uses a variety of media in the delivery of programs or activities.	5	—	4
TOTAL (mean)	84	40	38

criteria of tailoring programs or activities to fit the needs and interests of community groups, using resource persons in the delivery of programs, and successfully achieving goals and objectives. On the other hand, administrators were more likely than were students to say that the college uses a variety of media. The slightly more negative views of VCC's administrators contrast with the attitudes of administrators at the other three prototype colleges.

V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The fourth purpose of this study was to make recommendations for strengthening and expanding community-based education in the American community college. Thus, this chapter summarizes the major findings of the study, presents the conclusions, and sets out the recommendations that emerged from the study.

Summary

Over the past two decades, community-based education has become a widely recognized role or mission of the American community college. Through community-based programs, the community college becomes the community's college. Community-based programs serve a connecting or linking function between the college and other community organizations. Accordingly, community-based education as used in this study refers to education that emphasizes what the student needs to learn rather than what the institution wants to teach. The college that espouses this philosophy bases its mission, goals, and objectives on the well-being of the community; further, it requires that its programs and services be accessible to all citizens and that they focus on those competencies that are essential if the learner is to be an effective member of the community.

This investigation was concerned with the extent to which the college's community-based mission has been understood and accepted and with the nature and extent of community-based education's impact on the local community. Its primary purpose was to describe and define the state of the art in community-based education in the American community college.

More specifically, it was intended (1) to explore the extent to which the community-based mission is reflected in the literature on the American community college; (2) to identify and describe community-based programs in community colleges that are notably effective in meeting the needs of their communities; (3) to identify and describe selected American community colleges that are prototypes of the community-based education philosophy; and (4) to make recommendations for strengthening and expanding community-based education in American community colleges.

The study is important for at least two reasons: First, there is a dearth of pertinent literature on the subject. Second, as competition for enrollments and resources increases, the community college's very survival may depend upon its ability to work in partnership with community agencies.

Thus, this study can help to promote the cause of community-based education by identifying those programs and colleges that most successfully embody the ideal.

Conclusions

The following conclusions are drawn from the findings of the study:

1. The findings of this study are valid and warrant serious consideration because the following conditions were set forth:
   a. A national panel of experts composed of knowledgeable community college presidents representing nine regions of the United States was utilized in carrying out the purposes of the study.
   b. The data collected consisted of actual community-based programs or activities provided by community colleges to achieve their mission.
   c. The respondents who completed the survey forms of exemplary community-based programs were knowledgeable administrators responsible for community-based programs.
   d. Evaluations of the community-based programs were done against criteria developed on the basis of characteristics of community-based education identified in the literature and validated by the national panel of experts.
   e. A large and representative sample of 283 community colleges supplied 1,014 community-based programs from which all nine regions of the United States were equally represented.
2. The major contribution of this investigation is twofold: (a) sixty-three notably effective community-based programs provided in 50 American community colleges in 32 states; and (b) the identification and description of four selected American community colleges that are prototypes of the community-based education philosophy.
3. The most common type of program was community education, with 72 percent of the participating colleges submitting such programs. This was followed by community development, with a 62 percent response from the participating colleges.
4. The list of 27 criteria of notably effective community-based programs can be recommended as a guide for community colleges desirous of establishing community-based programs or strengthening such programs, because they were derived from the literature and a national panel of experts. The criteria are critical, not because a panel of experts has judged them to be so, but because they have been shown to be crucial factors in differentiating between success or failure in delivering community-based programs.

After examining the prototype community-based college and its role, there are certain conclusions that capture the value, spirit, and vitality of

such a college. With the assistance of Gleazer, the following are 18 descriptors of the community-based college.

Descriptors of the Community-Based College

- The mission of the community-based college is to encourage and facilitate lifelong education and community as process and product.
- The community-based college is unique. It serves different communities and needs.
- The qualifying word "community" is achieving greater recognition and importance.
- The community-based college must be adaptable to change as communities change with new conditions, demands, and circumstances.
- The community-based college affirms that there is no better way to develop viable communities than to involve the citizens, as many as possible, in learning experiences where they can interact.
- To increase community awareness is a high priority objective.
- The community-based college emphasizes community development—establishing linkages and creating cooperative ventures with other community organizations.
- The community-based college operates on the belief that local communities are capable of identifying and addressing their own needs.
- One of the primary functions of the community-based college is to aid those in the community who want to learn how to secure certain basic necessities, including health, employment, food, and citizenship rights and responsibilities.
- The community-based college assists in developing the capacities of citizens to be self-reliant, self-supporting, and able to contribute for as long as possible.
- Priority is given to those whose educational options are limited by a variety of circumstances.
- The community-based college collaborates with other community agencies to define the clientele, shape programs, and provide access.
- There are established systems of communication between the community-based college and community.
- A wide variety of college and community people are used as resources in the delivery of programs and activities.
- The community-based college provides programs and activities that are performance-oriented and provide participants with skills and competencies.
- The community-based college is a catalyst in community development.
- Businesses, special interest groups, and/or community organizations that are served by the college provide support, sponsorship, and/or funding for programs.
- The community-based college provides students opportunities to participate as interns or cooperative education.[1]

Recommendations

The recommendations that emerged from this study are presented in three sections. First, a checklist of recommendations for use by community colleges in establishing and developing effective community-based education programs is presented. Second, proposals for implementing the recommendations of this study are made. And finally, suggestions for further research are given.

Checklist for Community-Based Education

The following checklist, which makes recommendations for establishing and developing effective community-based education programs, evolved from the criteria for notably effective community-based programs.

It is recommended that the community college that wishes to establish effective community-based education programs provide for:

1. Securing Community/College Support
   - ___ a. Community citizenry and/or leaders should be involved in the planning and development of programs.
   - ___ b. Community groups should be integrally involved in the evaluation of programs.
   - ___ c. The community should provide support, sponsorship, and funding for programs.
   - ___ d. The community should provide information services to assist students in selecting educational experiences and to attract potential students.
   - ___ e. Linkages should be forged between the college and other community agencies.
   - ___ f. The college should seek to be a catalyst in community development.
   - ___ g. The college should establish communication systems with the community.
   - ___ h. The college should initiate programs or activities on the basis of identified real community needs.
2. Determining the Nature and Scope of Programming
   - ___ a. The programs and activities should be flexible in nature.
   - ___ b. There should be effective community analysis.
   - ___ c. There should be continuous feedback from clientele, special interest groups, and community leadership.
   - ___ d. Programs or activities should be evaluated in terms of community needs.
   - ___ e. A variety of people should have access to programs and activities.
   - ___ f. Programs and activities should be performance-oriented, providing participants with job skills and competencies.
   - ___ g. Programs and activities should be large in scope and should have a major impact on the community.

___ h. Programs and activities should be tailored to meet the needs and interests of individuals and special interest groups.
___ i. Opportunities for internships and cooperative education should be available to students.
___ j. Hands-on experience should be an integral part of programs and activities.
___ k. Programs and activities should in some way relate to in-service requirements.
___ l. Recognition should be given to the need for continuous human and community renewal.
___ m. Programs and activities should address themselves to a wide range of human needs.

3. Organizing and Administering Programs
___ a. Programs or activities should be offered at off-campus learning sites/centers.
___ b. Schedules should be flexible, allowing students to enter and leave at various times, at their convenience.
___ c. The college should demonstrate a commitment or investment through staff and program development.
___ d. Programs and activities should be funded through grants, foundation support, or other types of special gifts.
___ e. Programs or activities should be offered free space at locations convenient to the student.
___ f. Multimedia should be used in the delivery of programs or activities.

Proposals for Implementing Recommendations

The ten recommendations for implementing community-based education, listed below, are based on the notion that community colleges must examine their fundamental mode of operation.

Clearly, institutions that want to provide effective community-based programs must raise questions about how they do business. In seeking to implement community-based education, the college should take into account the following considerations:

1. The college president should take the initiative in identifying and bringing together community leaders from all segments of the community to coordinate a community educational resource center.
2. The community college should collaborate with other community organizations to develop educational programs that will meet students' needs and to assure equal access.
3. The community college should join with other community agencies to sponsor community forums where issues related to community development can be discussed.
4. The community college should develop cooperative arrangements with business and industry.

5. College administrators should function as "brokers," directors of "marketing," and spokespersons for community development.
6. The community college should emphasize meeting the needs of the learner and should work toward making its resources visible to the community so that all citizens will realize that a college education is attainable.
7. College administrators should seek to identify and enlist the support of those community members who can provide leadership, present the case for community-based education, effect change, and secure financial support for the college.
8. The longer the community college president holds her/his position, the more likely it is that she/he will be able to implement an effective community-based education program. The evidence suggests that it takes at least eight or ten years for the president to develop:
   - an awareness of the dynamics of the community,
   - a political sense about local community and the state,
   - a management team that supports the community-based philosophy,
   - a close relationship with the leaders of other major institutions and organizations in the community in such fields as business and industry, the media, government, the arts, health, and education, and
   - a strong relationship with the governing board and with state authorities, to assure that the college is realizing its full potential.
9. Faculty should be encouraged to serve as resources with respect to leadership in lifelong learning.
10. The community college should develop a constituency or a network of people who are considered "local experts" and who can be used as resources when needed.

Suggestions for Further Research

The findings from this study suggest that further research on certain areas of community-based education is needed. The following are some specific suggestions:

1. Compare those community colleges selected as institutional candidates for prototype colleges to identify significant differences between those that were finally chosen (the successful candidates) from those that were not selected as prototypes of the community-based education philosophy.
2. Conduct site visits at the prototype colleges for in-depth interviews with administrators, community leaders, and students.
3. Conduct an in-depth study to compare community-based education programs in each of the nine major regions of the United States.
4. Conduct an in-depth study to compare states submitting the majority of community-based programs.

5. Conduct an in-depth study of the presidents of successful community-based colleges in the United States to determine what presidential characteristics (personal or structural) seem to contribute to the effectiveness of their institutions.

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Scigliano, Virginia S., and Scigliano, John A. "Purposive-cooperative Structures for Community-Based Education." *Community Services Catalyst.* 1979, vol. 9, no. 2, pp. 22–25.

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Describes the "modus operandi" of Coastline Community College in Orange County (California), which serves as a model of a community-based institution.

Tadlock, Max. "How to Get There." In *Implementing Community-Based Education*, pp. 7–12. New Directions for Community Colleges, No. 21. San Francisco: Jossey-Bass, 1978.

Discusses the current use of marketing analysis techniques in college planning and presents a step-by-step needs assessment model for community-based planning, involving full participation of college, community, business, and other educational and governmental agencies in determining the needs of the community and the roles the college should play.

OTHER MATERIAL

Gianini, Paul C., Jr. "Community-Based Education: A Team Approach." Paper presented at the American Association of Community and Junior Colleges Conference, Malta, Illinois, October 19, 1979.

Community colleges should return to the philosophy of localism and team up with community agencies to play an active role in community planning and development.

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